
BOW STREET INDEPENDENT SPECIAL SCHOOL ANTI-BULLYING POLICY

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1. Aims

This policy aims to ensure that all those connected with Bow Street School are protected from bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the school community, including, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is and be familiar with the school policy on bullying: therefore, the ongoing and long-term aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

We aim to reduce the number of pupils who experience bullying through increasing awareness of such behaviour and its causes, as well as highlighting the consequences for pupils, staff, parents and carers and other individuals that make up the school community.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously. To protect the rights of all pupils to have a safe and secure learning environment our school will continuously work towards preventing acts of bullying, harassment and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children, and a child's ability to learn. If such a case arises, the staff at our school will follow the anti-bullying guidelines laid out in this policy.

The policy also aims to:

- Enable staff to identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to contribute to the school community positively.
- Ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur.
- Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them.

2. National and Legal Framework

We acknowledge the DFE advice on preventing bullying 2017. We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

3. Aims and Objectives

- To develop a school environment that is both safe and secure for all pupils.
- All Teachers and staff should know what bullying is, and what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, parents and carer(s) should know what the school policy is on bullying, and what they should do if bullying arises.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

The aim of this policy is supported through the other key themes of:

- 'Be healthy': sustaining positive mental health;
- 'Enjoy and achieve': enjoying the social experience provided in various settings and that achievement is not inhibited;
- 'Making a positive contribution': developing positive relationships; and
- 'Achieve economic wellbeing': taking positive relationships into the workplace.

Under no circumstances will we tolerate any form of bullying, and all incidents of bullying will be dealt with promptly and effectively. We wish to work closely with pupils and parent/carer(s) and to hear their views and opinions, as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

4. Clarification of Terms

4.1 Definition of bullying

For the purpose of this policy, 'bullying' is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Positive Behaviour Support (PBS) Policy.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people may have towards those who are different from themselves.

4.2 Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

4.3 Types of bullying

- **Physical:** Deliberately physically hurting particular children on a regular basis;
- **Verbal:** Deliberately hurting feelings through name-calling etc;
- **Ostracising:** Making someone feels left out and different by deliberately setting out to exclude them
- **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic Bullying:** Bullying another person because of their actual or perceived sexual orientation. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. Homophobic bullying is the most frequent form of bullying after name calling¹.
- **Transphobic bullying:** Bullying based on another person's gender variance or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender.

Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Online (Cyber) addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures.

4.4 Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

4.5 Actions NOT considered to be bullying

- Not liking someone;
- Being suspended;
- Accidentally bumping into someone;
- Making other children play things a certain way;
- A single act of telling a joke about someone;
- Arguments;
- Expression of unpleasant thoughts or feelings regarding others;
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

5. Reasons for bullying

- Some reasons why children might bully someone include:
- They think it's fun, or that it makes them popular or 'cool';
- They feel more powerful or important, or they want to get their own way all the time;

- They feel insecure or lack confidence or are trying to fit in with a group;
- They are fearful of other children's differences;
- They are jealous of another child;
- They are unhappy;
- They are copying what they have seen others do before, or what has been done to them.

6. The effects of bullying

- All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
 - Depression and anxiety;
 - Increased feelings of sadness, helplessness, decreased self-esteem and loneliness;
 - Loss of interest in activities they used to enjoy;
 - Unexplainable injuries;
 - Lost or destroyed clothing, books, electronics, or jewellery;
 - Frequent headaches or stomach-aches, feeling sick or faking illness;
 - Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch;
 - Difficulty sleeping or frequent nightmares;
 - Declining grades, loss of interest in schoolwork, or not wanting to go to school;
 - Sudden loss of friends or avoidance of social situations;
 - Self-destructive behaviours such as running away from home or school, harming themselves, or talking about suicide.

7. How we manage Bullying

At Bow Street Independent Special School we manage bullying through the following actions:

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the young person or people who are bullying to change their bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any pupil who is being bullied to support and encourage that pupil in finding solutions to the bullying.
- Wherever possible, staff will work with the parents/carers of any pupil who is carrying out bullying to support and encourage that pupil in finding alternatives to their bullying behaviour.
- Excluding pupils from Bow Street School is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying will have to be 'Fixed Term Excluded' from Bow Street School while the report is investigated, and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of

the school community to allow the excluded pupil to return, he/she may have to be permanently excluded.

- All bullying incidents are recorded on a bullying log/record sheet and documented on other paperwork where appropriate.

8. Roles and Responsibilities

The Education Act 2002 and Education (Independent School Standards) Regulations 2014 and Education and Skills Act 2008, make reference to a school's legal responsibility to prevent and tackle bullying. By law, all schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, our school have developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents/carers, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Head teacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

8.1 Role of the Proprietor

- Supports the Head teacher with the evaluation, review and implementation of this policy
- Lead the development of this policy throughout the school.
- Ensures the school adopts a tolerant and open-minded policy towards difference and promote an inclusive culture
- Work closely with the Headteacher and the rest of the school community.
- Provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- Work with children to determine those parts of the school where they do not feel safe;
- Keep up-to-date with new developments and resources;
- Provide training for all staff on induction and when the need arises;
- Help counsel children who have been bullied and those who demonstrate bullying behaviour;
- Review and monitor the policies and procedures.
- Ensure the Head teacher keeps accurate records of all incidents of bullying and to report to the proprietors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can use escalation procedures outlined in the complaints policy and make a complaint to the proprietor. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

8.2 Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils. Therefore, the Headteacher will:

- Ensure that bullying at the school is prevented in so far as reasonably practicable by the implementation of an annual anti-bullying strategy.
- Implement this policy;
- Ensure that all school personnel are aware of the policy and that they know how to identify and deal with incidents of bullying.
- Work to create a safe, secure, caring and friendly school environment for all children;
- Ensure that all pupils understand that bullying is wrong and that it is unacceptable behaviour in school. The head teacher will draw the attention of pupils to this fact at suitable moments. For example, through PSHE and school assemblies.
- Ensure that all parents/carers are aware of this policy and that we do not tolerate bullying;
- Respond to and deal with all incidents of bullying;
- Keep records of all incidents of bullying, including which type of bullying has occurred, to allow for detailed analysis of all the data collected.
- Work closely with the proprietor to ensure effective implementation of the anti-bullying strategy are used.
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Regularly review and updated by the schools anti-bullying co-ordinator under the guidance and support from the senior leadership team.
- Ensure there is analysis of the data in the bullying records at termly intervals (minimum) to identify any trends, so that appropriate measures to tackle them can be implemented.
- Monitor the effectiveness of this policy.

8.3 Role of School staff

Members of staff must be alert to social dynamics and be alert to possible bullying situations, particularly exclusion from friendship groups, and that they report any concerns to the Pastoral Manager. Members of staff will do all that they can to eradicate bullying, staff will:

- Comply with this policy;
- Be aware of the signs of bullying in order to prevent bullying taking place;
- Take all forms of bullying seriously;
- Use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour.
- Encourage pupils to report any incidents of bullying to any member of the school staff
- Report all incidents of bullying;

- Collect all the relevant information and then provide the Head teacher with a copy in order that he/she can decide on an action
- Keep a vigilant watch on suspected ‘bullies’; any incidents will be handled carefully
- Raise awareness of the wrongs of bullying through PSHE & RSE
- Use preventative strategies such as assembly, break time, lunch time, E Safety lessons.
- Undertake the appropriate training;
- Implement the school’s equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Report any concerns they have on any aspect of the school community
- Do all they can to support a child who is being bullied.

8.3.1. Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child will be taken very seriously. The Head teacher, with the support of the Proprietor, will deal with this and formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. In the event of the Head teacher being involved in such incidents, reports will be given immediately to the Proprietor who will also take formal action where necessary.

8.4 Role of Parents

Parents/carers should be watchful of their child’s behaviour, attitude and characteristics and informing the relevant staff of any changes.

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact the school Head teacher.

If they remain dissatisfied, they should follow the escalation procedure detailed in the schools complaints policy. Parents/carers have a responsibility to support the school’s anti-bullying policy by actively encouraging their child to be a positive member of the school.

Parents will be asked to take part in a periodic surveys conducted by the school to help evaluate the effectiveness of this policy.

8.5 Role of Pupils

- Pupils are encouraged to tell somebody they trust if they are being bullied and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.
- Pupils are encouraged to not make ‘counter threats’ if they are the victims of bullying. Pupils are encouraged to walk away from dangerous situations and avoid involving other pupils in incidents.
- Pupils are encouraged to keep any evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

- Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

9. Training for School staff

School personnel will undertake training in:

- E- Safety Training
- What is bullying?
- Types of bullying such as cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture;
- Recognising bullying;
- Anti-bullying strategies;
- How to deal with a bullying incidents;
- Refer any children needing additional support to outside agencies.
- Working and co-operating with parents and carers.

We ensure all school staff have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

10. Strategies to reduce bullying

Our school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- The reinforcement of the clear message that violence has no place at Bow Street School
- Consultation with the 'Pupil Voice' on appropriate action
- Taking part in initiatives such as Anti-Bullying Week
- Training for all members of staff on anti-bullying policy and strategy
- The supervision by school staff of all communal areas at lunch times and breaks
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- A clear policy of mobile phones not permitted to be in use during school hours
- The celebration of all pupil's backgrounds and cultures throughout school
- during assemblies and PSHE learning sessions discussing and exploring bullying issues with the children
- Raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work

- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Head teacher and appropriate action will be taken and recorded
- Effective recording systems
- Working with multi-agency teams including police and children's services as appropriate
- Contacting the parents/carers of both the child being bullied and the bully
- Challenge-ing sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language
- The school will be alert to, and address any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour
- All reported or investigated instances of bullying will be investigated by a member of staff
- All types of bullying will be discussed as part of the curriculum
- The school will ensure that potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating plans will be organised and altered in a way that prevents instances of bullying Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, sporting activities and tabletop games.

11. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school;
- Asking to be driven to school;
- Unwillingness to attend school;
- Truancy;
- Becoming anxious or lacking confidence;
- Saying that they feel ill in the morning;
- Decreased involvement in school work;
- Returning home with torn clothes or damaged possessions;
- Missing possessions;
- Asking for extra money or stealing;
- Cuts or bruises;
- Lack of appetite;
- Unwillingness to use the internet or mobile devices;
- Becoming agitated when receiving calls or text messages;
- Lack of eye contact;
- Becoming short tempered;
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated;
- They have been the victim of domestic abuse;
- Their academic performance has started to fall, which has meant they are stressed;
- If staff become aware of any factors that could lead to bullying behaviours, they will notify the Head teacher, who will investigate the matter and monitor the situation.

12. Reporting, sanctions and monitoring

12.1 How to report bullying

1. Any member of staff can be approached to report incidents of bullying, and they in turn will report to the Head teacher.
2. The Head teacher has overall day-to-day responsibility for dealing with reported incidents and will deal with the incident accordingly.

12.2 Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying;
2. The Head teacher must be informed immediately;
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement;
4. The Head teacher will interview all concerned and will record the incident;
5. Parents of all parties will be kept informed by the Head teacher
6. Subject teachers will be kept informed and asked to monitor the situation;
7. In the first instance the school will seek a restorative and educative approach to bullying. It may also be appropriate to employ a range of appropriate consequences used as part of this approach. Typical consequences could include: restrictions of break and lunchtime activities, less unsupervised time, reparation, and in the event of persistent bullying even fixed term suspension. Where appropriate the Head teacher may inform the police;
8. There will be regular audit and analysis of incident reports and interventions to continually improve practice.

This school has set procedures to follow in implementing consequences where a bullying incident has occurred, as described above consequences are applied in

appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to suspension, the school will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

13. Monitoring, evaluation and review

1. The Proprietor, the Head teacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school;
2. The school council will review the effectiveness of the policy biannually (minimum) and their views given to the Head teacher;
3. An annual anti-bullying questionnaire will be given to pupils every year. The resulting data will be considered in the annual policy review and reported to the proprietor;
4. A record of all such incidents will be kept both centrally and on pupil files;
5. The numbers of incidents will be reported to the proprietor monthly or provided to them at any time on request;
6. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

14. Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school staff
- Communications with home
- Reports such annual report to parents and Headteacher; and
- Information displays.

15. Useful websites

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.childline.org.uk

www.kidscape.org.uk

www.each.education

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.co.uk
www.beyondbullying.com
www.childnet-int.org
www.thinkyouknow.co.uk
www.cyberbullying.org.uk
www.eachaction.org.uk
www.stonewall.org.uk
www.thedianaaward.org.uk
www.unicef.org.uk/rights-respecting-schools/

16. References

DfE 'Preventing and Tackling Bullying' Advice for headteachers, staff and governing bodies

DfE 'Keeping Children Safe in Education

DfE 'Mental Health and wellbeing provision in schools

17. Associated Forms

Bullying Incident Report Form

18. Appendices